



Instruction Progression

Year	Inclusions for Instruction
1	Title Number the steps Imperative verb Correct order
2	Title Number the steps Imperative verb Correct order Adverbs of time or manner if children are able to orally use independently (no commas)
3	Title You will need (bullet points for organisation) Number the steps Imperative verb Correct order Adverbs of time or manner Range of conjunctions, prepositions, adverbials to add detail
4	Title Hook in to explain what instructions are about You will need (bullet points for organisation) Number the steps Imperative verb Correct order Adverbs of time or manner Range of conjunctions, prepositions, adverbials to add detail Precise, technical language Modal verbs



Setting Description Progression

Year	Inclusions for Setting Description
1	Senses (see, smell, hear) Adjectives to describe
2	Senses (see, smell, hear, feel/touch) Expanded noun phrases Include the weather and time of day Consistent tense
3	Senses (see, smell, hear, feel/touch) Expanded noun phrases Include the weather and time of day Consistent tense Similes Adverbial, prepositions, conjunctions to add detail
4	Senses (see, smell, hear, feel/touch, taste) Expanded noun phrases Include the weather and time of day Consistent tense Similes, onomatopoeia Adverbial, prepositions, conjunctions to add detail - some at the start of the sentence with a comma to separate the clause Longer, multiclausal sentences to engage
5&6	Include a sentence to introduce the reader to the scene Senses (see, smell, hear, feel/touch, taste) Expanded noun phrases Include the weather and time of day Consistent tense Figurative language – similes, onomatopoeia, metaphors, personification, hyperbole Adverbial, prepositions, conjunctions to add detail - some at the start of the sentence with a comma to separate the clause Longer, multiclausal sentences to engage



Character Description Progression

Year	Inclusions for Character Description
1	Adjectives to describe key features Write in 3 rd person (he, she, they)
2	Adjectives to describe key features Write in 3 rd person (he, she, they) Expanded noun phrases Consistent tense
3	Write in 3 rd person (he, she, they) Consider describing the appearance, actions, movement, thoughts, feelings Expanded noun phrases Precise verbs Consistent tense Similes Adverbial, prepositions, conjunctions to add detail
4	Write in 3 rd person (he, she, they) Consider describing the appearance, actions, movement, thoughts, feelings Expanded noun phrases Consistent tense Similes, onomatopoeia Adverbial, prepositions, conjunctions to add detail - some at the start of the sentence with a comma to separate the clause Longer, multclause sentences to engage
5&6	Write in 3 rd person (he, she, they) Consider describing the appearance, actions, movement, thoughts, feelings, mood Consistent tense Figurative language – similes, onomatopoeia, metaphors, personification, hyperbole Adverbial, prepositions, conjunctions to add detail - some at the start of the sentence with a comma to separate the clause Longer, multclause sentences to engage



Non-chronological Report Progression

Year	Inclusions for Non-chronological Report
1	Title Present tense Write in 3 rd person (he, she, they)
2	Title Present tense Write in 3 rd person (he, she, they) Sub-headings Generalisers (many, some) Technical language (age appropriate) Use some subordination (if, when, that, because)
3	Title Present tense Write in 3 rd person (he, she, they) Sub-headings Generalisers (many, some) Technical language (age appropriate) Use subordination Short conclusion
4	Title Present tense Write in 3 rd person (he, she, they) Sub-headings Generalisers (many, some) Technical language (age appropriate) Use subordination, fronted adverbials (with commas) Use nouns/pronouns to aid cohesion and avoid repetition Short conclusion
5&6	Title Present tense Write in 3 rd person (he, she, they) Sub-headings Introductory sentences for each paragraph Generalisers (many, some) Technical language (age appropriate) Use subordination, fronted adverbials (with commas) Use nouns/pronouns to aid cohesion and avoid repetition Short conclusion To include a variety of organisational devices (bullet points, fact boxes)



Diary Entry Progression

Year	Inclusions for Diary Entry
1	Dear Diary Past tense Write in 1 st person (I, we, me, our) Adjectives to describe feelings
2	Date Dear Diary Past tense Write in 1 st person (I, we, me, our) Organise ideas in chronological order Simple adverbs of time (first, then, next)
3	Date Dear Diary followed by a comma Past tense Write in 1 st person (I, we, me, our) Organise ideas in chronological order – begin to use paragraphs Simple adverbs, prepositions of time and place Consider future thoughts
4	Date Dear Diary followed by a comma Past tense Write in 1 st person (I, we, me, our) Organise ideas in chronological order –use paragraphs Fronted adverbs, prepositions of time and place Consider future thoughts
5&6	Date Dear Diary followed by a comma Past tense Write in 1 st person (I, we, me, our) Organise ideas in chronological order –use paragraphs Fronted adverbs, prepositions of time and place, how often Consider future thoughts Choose tense accurately according to the purpose of the sentence



Letter Progression

Year	Inclusions for Letters	
1	Informal - Dear - From/best wishes/love Write in 1 st person Use adjectives to describe Teacher includes writer's address for children Purpose – inform Statements to inform Questions	
2	Informal - Dear - From/best wishes/love Write in 1 st person Use expanded noun phrases Teacher includes writer's address for children Purpose – inform Statements to inform Questions Including closing line (eg. I can't wait to see you soon.)	
3	Dear From/best wishes/love Write in 1 st person Children include writer's address Purpose – inform, persuade Include opening reason for writing Begin to use paragraphs Questions Use subordination and adverbials to add detail	Sir/Madam (formal) Yours faithfully/sincerely (formal)
4	Dear From/best wishes/love Write in 1 st person Children include writer's address Purpose – inform, persuade Include opening reason for writing Use paragraphs Use subordination and adverbials to add detail – fronted to develop sentence complexity Conversational openers /slang/abbreviations Questions To address the reader directly	Sir/Madam (formal) Yours faithfully/sincerely (formal) Formal language No contractions

5&6	Choose level of formality (previous elements) Write in 1 st person – or write on behalf of someone else (3 rd person) Children include writer's address Purpose – inform, persuade Include opening reason for writing Use paragraphs Use cohesive devices to connect ideas Use formal cohesion (In addition, furthermore, therefore, however) Address the reader directly Use a range of sentence types
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Persuasion Progression

Year	Inclusions for Persuasion
1	N/A
2	N/A
3	Key point, fact to support Emotive language
4	Modal verbs to suggest possibility Opinion Fact Personal story Action/consequence Persuasive openers Emotive language Rhetorical questions Use paragraphs for different points
5&6	Modal verbs to suggest possibility Opinion Fact Personal story Action/consequence Persuasive openers Emotive language Rhetorical questions Use adverbials for cohesion across paragraphs Use active/passive voice Include opening and concluding paragraphs Choose formality



Newspaper Report Progression

Year	Inclusions for Newspaper
1	Short headline Picture with a caption Past tense Sequenced sentences in order of occurrence Write in 3 rd person Question to ask what might happen next
2	Short headline Picture with a caption Past tense Sequenced sentences in order of occurrence Write in 3 rd person Question to ask what might happen next Use simple adverbs of time to sequence events (First, then. next, no commas) Use simple conjunctions to extend ideas
3	As above plus... Use alliteration for headline 5 W's as introduction (who, what, where, when, why) Conclusion to summarise/predict/question Conjunctions to develop ideas Direct speech from witnesses
4	As above plus... Alliteration/rhyme for headline By-line 5 W's as introduction (who, what, where, when, why) Conclusion to summarise/predict/question Direct speech from witnesses Reported speech from witnesses Begin with adverbials to add detail of how, where, when

5&6	As above plus... Alliteration/rhyme for headline By-line Sub-headline 5 W's as introduction (who, what, where, when, why) Conclusion to summarise/predict/question Direct speech from witnesses Reported speech from witnesses Begin with adverbials to add detail of how, where, when Choose correct tense according to purpose of sentence/complexity of sentence Shift formality – direct speech may be formal/informal but report will be formal
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Narrative Progression

Year	Inclusions for Narrative
1	Recount main events in simple sentences Adjectives to describe
2	Recount main events using conjunctions to add detail Expanded noun phrases Alternative endings to existing stories
3	Simple story mountains to plan own narrative Use direct speech Use “show not tell” techniques Use short sentences to build suspense
4	Simple story mountains to plan own narrative Use direct speech to advance action (punctuate accurately) Use “show not tell” techniques Use short sentences to build suspense Use setting description as opening paragraph Onomatopoeia
5&6	Multi-problem story mountains to plan own narrative Use dialogue to advance action (punctuate accurately) Use “show not tell” techniques Use a range of sentences types to build suspense Figurative language Include character/setting description +